DOCUMENT RESUME

ED 082 068 CG 008 033

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TITLE Perceptions of Fifth and Sixth Grade Females of Vocational Goals and Expected Lifestyle.
PUB DATE 70
NOTE 88p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Elementary School Students; *Females; Goal Orientation; *Life Style; Marriage; *Occupational Aspiration; *Occupational Choice; Questionnaires; *Role Perception

ABSTRACT

In an effort to develop recommendations regarding programs tailored for the needs of elementary school females, data was collected and analyzed regarding goals and aspirations as expressed by girls at this academic level. A questionnaire was designed to tap the vocational aspirations and expected lifestyle of the girls selected to participate in the study. The sample questioned revealed that the young girls made their vocational choices from a narrow range of occupations and ones that are traditionally feminine. The lifestyles the girls envisioned were unrealistic in terms of a vocation along with marriage and a family. Some recommendations were made as a result of the data gathered. Further educational experiences intended to broaden the vocational possibilities for girls as well as to encourage more realistic expectations for future lifestyles are suggested. (Author)

ED 082068

PERCEPTIONS OF FIFTH AND SIXTH GRADE FEMALES OF VOCATIONAL GOALS AND EXPECTED LIFESTYLE

by

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The sample questioned revealed that the young girls made their vocational choices from a narrow range of occupations and ones that are traditionally feminine. The lifestyles the girls envisioned were unrealistic in terms of a vocation along with marriage and a family.

Some recommendations were made as a result of the data gathered. Further educational experiences intended to broaden the vocational possibilities for girls as well as to encourage more realistic expectations for future lifestyles were suggested.

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I. INTRODUCTION

Much research has been done at the elementary school level regarding the vocational interest and sex role preferences of male children. Little of the data collected has made use of females except in an incidental manner. The vocational dreams and aspirations of young girls as well as what they see as realistic and attainable occupational goals has to a large degree gone unexplored. The literature deals neither with the forces that influence the sex-role development of maturing females nor with whether those forces are the same or different from the ones with which males deal.

There are presently signs that the current conception of the female role is changing in the adult world. The recent ideas that are circulating under the comprehensive title of Women's Liberation may be symptomatic of the flux in the traditional female roles. Encouraging females to increase their perspective for the possible use of their capabilities and efforts may have some effects on the female child. Greater opportunities and less clearly defined roles may have to be dealt with at a very young age.

In an effort to develop some recommendations regarding programs specifically tailored for the needs of elementary-school females, the collection and analysis of data regarding the goals and aspirations as expressed by girls at this academic level is necessary.

Rationale

The female role as conceived of by a large part of our society is quite traditional in several aspects. The adult female role is generally dichotomized into the period in a woman's life when she is primarily wife and mother and a period during which she participates in the world of work. The assumption is frequently made that when a woman decides to marry, she excludes the possibility of a life-long vocation. Female role development requires that the apparent conflict between vocational goals and maternal aspirations be resolved in some manner whether it is to make use of the more traditional pattern of deciding on either a home or vocation or to find a way to combine the two into a feasible lifestyle. Divising a lifestyle that will incorporate the diverse kinds of responsibilities that are a part of a vocation and a family is a situation unique to the female role.

Occupations that are traditionally assumed to be appropriate for a female are those in supportive and service capacities, such as secretaries, beauticians, clerk-typists, nurses and waitresses. The managerial positions such as department head or personnel supervisor are more often filled by males with females in jobs that assist those positions. The male child trains to be a doctor and the female to be a nurse.(Bardwick, 1971). Society places restrictions on the alternatives from which a female can readily select a vocation.

Limitations are also placed on female vocational opportunities in view of the possibility that the woman may discontinue participation in her vocation during a period of child birth and child rearing. Women are not offered high level positions, partially because these

positions are viewed as requiring full time, continuous participation which women sometimes are not able to provide. High level positons also frequently require a great amount of skilled experience, which seems to be another reason given for preferring male employees. Educational institutions such as medical schools hesitate to accept females when the possibility exists that they may take a period of time away from their occupations to raise a family. The assumption is made that such a career pattern is an inefficient use of a highly skilled individual. Women are advised to train for an occupation that either requires less highly developed skills (i.e. nursing) or positions that are contracted for on a short term basis, such as teaching.

The assumed intellectual inability of a female as compared with a male also keeps the female out of many highly skilled jobs. Our society gives the male higher status and greater authority of the two sexes. High level jobs, especially ones that require frequent decision-making, need a stable individual. Society assumes that a male candidate will be more likely to fill that particular need than would a female. Traditionally women are seen as more emotionally unstabel and less secure than a man (Bardwick, 1971).

The traditional roles are maintained to a high degree in our society. Yet females do, in fact, hold a wide variety of jobs at many levels of the vocational hierarchy. These jobs are, however, few in number, thus the models available to maturing females are scarce. In contrast, boys see males working in a variety of occupations at several professional levels. The elementary-aged girl, as she

begins to consider the possible careers from which she can choose, does not see the full spectrum of alternatives. The young female may have a mother who has a job, but often the position is stereotypically appropriate for a female. A mother may also indicate that she has to work in order to assist in providing sufficient income. Thus she supports the husband rather than because the job is personally fulfilling (Hartley, 1960a). Working mothers who explain that they must work in order to provide sufficient resources for the family make the alternative of work a less desirable one for their daughters. Girls are less inclined to view an occupation as a positive means of expressing their competence if work is seen as a task performed out of necessity.

At the same time that some very traditional female roles are being maintained in our society, there is evidence that the literature and attitudes evolving as a result of the women's Liberation movement are changing those traditional roles. If aspects of the female role are broken down and become less defined, young girls will have an increasingly difficult time identifying with and articulating the feminine role. The effects of changing lifestyles could have far reaching implications if the female role becomes too diffuse for a young girl to define clearly (Sears, 1965).

In order to bridge the gap between the very traditional role dichotomized into family life or vocation and the very undefined, diffuse female role as espoused by the feminist movement, there is a need to provide alternatives to the young female. There are women who have creatively combined a vocation with home and family responsibilities. These combinations of roles should be explored

by girls at an early age in order to widen the possible career patterns from which they might one day choose. Exploration with girls in the unique problems they will encounter as they mature would seem to be a necessary part of vocational education.

Past research has been focused on male vocational goals and choice making (Super, Tiedeman). There is very little data with regard to girls and their vocational aspirations. As discussed above, the female career pattern is frequently different from that of the male and thus should be viewed and researched as a unique problem rather than making assumptions based on data provided by boys. There is a need to know what or who influences the female child in vocational decision making. If there are changes occuring in the female role, knowledge of the effect on elementary-school girls is significant and needs to be tapped. A girl's abilities and interests need not only to be assessed, but presented to her in terms of her career options.

Approach

This study includes the development of a questionnaire which is intended to determine the realistic vocational choices, idealistic choices, and the effect of parental activities and attitudes and the child's own interests and activities on these vocational choices. The population to whom it will be given is fifth and sixth grade girls from areas designated as middle to high socio-economic level. The data collected will be the expressed responses of these subjects as they view their future life style in relation to their present

influences and interests. This research is a pilot study for the purpose of validating the self-developed instrument and obtaining direction for future research.

Definition of Terms

Expressed responses - the replies as the subjects record them on the questionnaire.

Traditional female role - the woman may have some job training, but is expected to be primarily a wife and mother. The woman is expected to work only until there are children and then she is to remain at home until the children are in school and self-sufficient. The wife works mainly to assist the family financially rather than to fulfill any needs of her own.

Lifestyle - the pattern the girls perceive regarding their future occupation, marriage, child rearing and the way in which they combine home responsibilities with an occupation.

Vocation - a broad term that connotes a sense of life purpose or mission including both employed and non-employed activities in a life pattern which is deliberately purposeful (Borow, 1964).

Career - long term vocational development from entry level through the final occupational setting. For females this may include the period of their lives in which they are primarily wife and mother.

Occupation - a term connoting employed activity in which the tasks involved are similar from situation to situation (Borow, 1964).

Job - a single position with its specific description of activities. The position is unique and filled by an individual.

Realistic vocational choice - the occupation which the girl lists as one she someday expects to attain. She believes she will be able to attain the necessary knowledge and skills to acquire such a position.

Idealistic vocational choice - the occupation which the girl lists as one that is exciting and of interest to her, but which for some reason she does not think she will be able to hold.

II. REVIEW OF THE LITERATURE

Introduction

The process of becoming a female adult with all of the diverse aspects connected with the role is seemingly very complex. The questions below have been developed as a result of the study of the literature in the area of female role development in an effort to obtain information regarding areas that have thus far seemingly received little attention. The researchers working in this area have extremely diverse theories as well as empirical results supporting their theories. The literature does not reach a consensus or focus on one particular interpretation, rather the tendency is to continually add to the complexity and diversity with additional findings and alternatives.

Theoretical Literature

Psychoanalytic approach. The Freudian approach is one of the oldest theories and would probably be considered the classic approach even though the literature in recent years has moved away from the strict adherence to those principles. Freud (ed., 1963) explains that a young male child views his father as punitive and thus fears him. The child loves his mother, but fears his father may castrate him for his feelings of love. The male child normally resolves the Oedipus conflict as he attempts to preserve his sexuality and to gain the rewards of the male as he views them in his father. At this point he identifies with the father.

The psychoanalytic theory has little to say about female development. Freud (1963) explains the female anxiety as being penis

envy as the young girl perceives the anatomical differences between herself and a male. The female resolves her penis envy only by producing a child, preferably male. The young girl also sees the power the father and lack of it in the mother which reinforces the feelings of inadequacy and even mutilation as described in the Freudian literature.

The theoretical basis for Bardwick's (1971) discussion of the female roles is a bio-cultural approach. Bardwick feels there are fundamental differences in the development related to the biology of the body, but that the Freudian explanation fails to adequately explain the results of those basic biological differences. She states that psychologists should stop insisting that female and male sexuality are equal in childhood. "The availability to the boy of an external, sensitive, erotic organ makes genital sex more important to him at an early age (p. 11)." Bardwick does agree that there may be penis envy on the part of a girl, but that it is a result, not of feelings of mutilation and castration, but simply concrete explanation for the preferential treatment of the male child that she observes.

Bardwick sees the development of the female as a more traumatic change in the adolescent years than for the male. The male has a more linear development with fewer overt anatomical changes. The female has considerable anatomical changes coupled with a slowly emerging awareness of vaginal sexuality. The pre-adolescent years are explained by Bardwick (1971) as being more congruent and less conflicting for the female. The young girl is not punished for the childish expressions of dependency. Girls are biologically less

active and thus again escape punishment. The male child is often the focus of punishment in an effort to create the internal controls demanded by society. The little boy is negatively reinforced for dependency and overt physical energy and aggression. Because girls have less energy bound up in developing internal controls, they have more energy to put into learning in the academic world which results in greater verbal skills. Boys, on the other hand, must put much of their time and energy into the necessary internal controls demanded by the society. This differential treatment results in emphasizing personality and psychological differences in the two sexes. The woman in our culture tends to remain more dependent on others for approval and guided by fear of rejection or loss of love. The male becomes more independent and self-controlled as a result of frequent alienation by parents because of his difficult behavior. The male child fears loss of his object of sexual gratification by his parents who appear to him as unpredictive in the kind and reasons for their punishments.

The rewards for the male would appear to be greater than those awarded the female according to Bardwick's (1971) writing. Society holds in greatest esteem the acheivements that are a part of the male role such as success. It is possible for a woman to accept her femininity and yet desire the normally considered male acheivements. The female is caught in a conflict as the traditional female traits of dependency, passivity, conformity and emotional liability are assumed to be characteristics of the normal woman, but are nonetheless negatively valued traits. At the same time a woman who appears independent, active, aggressive, competitive, and nonconformist is held as suspect by society. Thus Bardwick sees the role development

of the sexes as a complex interaction of the biological sexuality and cultural expectations and values.

Physiological differentiations. Money (1965) has written regarding the psychosexual differentiations of the sexes and feels there are pronounced biological differences, but the environment is influential enough to override these. He uses the anomaly of birth when the overt sexual characteristics are not clearly evident to show the impact of the environment. In such cases children have been raised contrary to the chromosomal genetic pattern. Money observed that where there is clear acceptance of the sex by the parents with appropriate responses, that normal sex role development is permitted. Money (1965) writes, "Psychosexual differentiation is an active process that takes place after birth and needs the stimulus of interaction with a behavioral environment, in much the same manner as does acquisition of language. In certain indicative cases the behavioral environment, reinforcing the sex assignment, can override the influences of the physical variables of sex (p. 20)."

Identification theory. Moving away from a biological orientation toward theory based more on environmental influences would include identification theory. There is diversity among theorists feel that identification and its process. Some theorists feel that identification is an internalization of observed behavior. Kagan (1965) includes the following four behaviors as related to the process of identification: Children imitate adults and receive both self-rewards and social reinforcement. Prohibition learning occurs in identification because of fear of loss of love. The child also is anxious about aggressive

and dominant behavior and thus identifies with the aggressor as a means of self-protection. Finally the child can experience the rewards of the adult through vicarious affective and shared experiences.

The identification process is related to the environmental influences by Kagan (1964). He refers to sex-role standards as culturally approved characteristics for male and females in the area of physical attributes, overt behavior such as expression of aggression, dependency and nurturance, and covert feelings, attitudes, motives and wishes. The child evaluates the success of his identification process by comparing it to this culturally defined standard. If the behavior of the child is congruent with the standard, the developmental pattern into adulthood will be fairly stable. When the two are incongruent, the child will seek resolution by trying new behaviors.

Kagan (1964) comments on the male and female differences by distinguishing the female traits as those that are primarily socially reinforced such as attractiveness, poise, passivity while the male traits are developed alone as motor coordination and strength, mechanical skills and independence. The male traits which Kagan lists also tend to have self-gratification as an important aspect of reinforcement. Because boys have developed the more independent traits, they tend to intellectually be more analytical and put great effort into problem solving which often puts them in the areas of science and math. Kagan also adds that the curriculum in those areas are male oriented. The aggressive nature of the male is more in line with the competitive nature of the intellectual academic

world. Males do not perform as well in elementary school because of its feminine orientation, but do better as they progress to more advanced levels. Differences in the sexuality of the male and female are primarily distinguished by the male as aggressive and gratifying while the female remains more passive with disguised desires. Lack of appropriate physical behavior or retarded development inhibits sexual behavior because of fear of rejection by peers. The process becomes cyclical as lack of experiences and success inhibits sexual development further.

Sears (1957) writes about the process of identification in the light of causes for ambiguous or cross identification. The child's identification process varies with the degree to which he sees the model as nurturant, severely demanding, inclined to withdraw love as punishment, and the exposure or absence of the person with whom he identifies. The child identifies strongly when he has the necessary stimuli within himself for compliance with the pattern which the model has set for him. Changes in the sex-role pattern of the child may occur through learning, physical maturation, and expectancies of self and others for his behavior. Sears (1965) says that identification can be further affected by the father's sex anxiety, the mother's punitiveness and non-permissiveness with respect to aggression, high physical punishment and ridicule, and high demands for table manners and severe weaning and toilet training. These parental patterns will feminize children of both sexes. He adds that "affectionate intrusion of the father into the girl's rearing tends to masculinize her (p. 159)." Further confusion complicates the identification

process as the roles are often not clearly defined. Children are not always able to distinguish relevant parental behavior which makes appropriate imitation difficult for the child.

Rewards theory. McCandless (1967) feels that some cross identification is necessary as a male child needs to incorporate some of the traditionally female traits of tact and sympathy. A girl needs the reality oriented outlook of the father. McCandless also reports that a mother who demonstrates love for both son and husband facilitates the son's male identification as he is assured by his mother that such behavior is acceptable, in fact desirable, so far as she is concerned.

Mussen and Kagan (1963) discuss sex-role development as evolving through a system of rewards and punishments. The sex role is acquired not only through identification, but also through desire for praise by exhibiting praise-worthy behavior and fear of punishment for inappropriate behavior. In this statement identification is further elaborated as being primarily an unconscious process in which the child identifies in order to borrow strength or adequacy. The father is perceived as having the most power and thus causes confusion for the female child. Mussen and Kagan feel there is more ambivalence for a girl in choosing her mother as a model than for a boy when he chooses his father.

Social learning theory. Mischel (1966) bases his discussion of sex typing on the basic principle of social learning. He includes as one component identification, but he indicates that identification is selective. Sex typing is acquired by first discriminating between

sex-type behaviors, then generalizing these to new situations and finally performing the sex-type behaviors. Mischel feels that observational learning can take place without reinforcement to the observer. Imitative responses may be either eliminated or illicited in the presence or absence of a model. Imitation is encouraged by a nurturant relationship, but that is not a necessity. Contiguity also encourages imitation. Some behaviors are implied rather than having direct experiences such as a boy need not wear a dress and receive disapproval to understand that such behavior is generally inappropriate.

The two major components of sex-role development according to Mischel (1966) is dependency and aggression. There are numerous subcategories some of which are more appropriate for one sex than another. Both sexes have knowledge of aggressive behavior, but the kind and degree of performance depends on the sex of the child. The male child may have a greater repertoire of aggressive behavior due to more association with the same-sex models. Dependency is more often encouraged in and consequently more frequently observed in female children.

Mischel (1970) indicates that sex-type behavior may also be affected by labels even though they do not fit the condition such as calling a boy a sissy for some behavioral response. The label may cause the child to view his behavior in light of the label and consequently exhibit more of the behavior rather than less. Stereotypes of appropriate behavior act as a sex-role standard which a child uses to evaluate himself when he asks, "How male am I?" Children

cognitively strive for consistency and thus consistency is more easily transmitted to them. Children incorporate as a part of their standards information gathered from sources other than family members and associates. Television, radio and other media effect the child's concept of maleness and femaleness. The child also tends to choose models from the social group to which he aspires rather than necessarily the one from which he comes.

Cognitive learning theory. Kohlberg (1966) has developed a cognitive developmental approach that includes the following stages: The child identifies his gender or categorizes himself. His identity results from physical reality judgment. Between the ages of two to seven this identity crystallizes. The categorization helps to determine the basic values the child adopts. The sex-role stereotypes are developed as a result of physical differences and visible sex assignments of social roles. These stereotypes give the male and female roles value with the male role receiving more power and prestige. After the values are determined the child selects his model, usually choosing the same sex-model. Parents seem to have negative effects by creating anxieties that prohibit appropriate behavior. This development is largely cognitive, related to body concepts and social functions. A child is motivated to adopt and preserve a stable, positive self-image.

Kohlberg sees the child as actively structuring his own experiences rather than passively adopting the social training provided in the environment. He reverses the process of identification by stating that the child first identifies his sex and then secondly identifies

with his same-sex parent. He follows Piagetian concepts when he says that a child's talk about changing sexes is not a result of subliminal desires or denial of anatomical information, but rather a lack of understanding of the stability of physical objects. A male child does not fear castration, but rather in uncertain of the constancy of his own sex identity.

As the child matures, he develops new interests, but they remain consistent with the old ones. The values he adopts are consistent with his identity. The amount of prestige he associates with himself is based on the cultural stereotypes. He conforms to his own moral code. Models which are imitated are chosen because they are like the self and have prestige. A male child that rates high in masculinity chooses the father as a model because he is like himself and thus is someone to be valued and imitated rather than the reverse as seen in the identification theories where a child begins to value his sex role after he is rewarded for identifying with the like-sex parent.

Three construct theory. Biller (1967) uses a three facet approach to explain sex-role development that integrates several of the above concepts. The first factor is sex preference. This refers to the choices a child makes. A young child may have a low sex preference until he is able to readily discriminate between the sex roles. His behavioral choices may be inappropriate. The choices generally become more accurate as the child matures unless in the case of a boy, there is a very strong maternal influence that results in more feminine choices. The second facet he discusses is sex adoption which

is similar to identification or the process of making automatic choices. The sex-role choice becomes internalized. Inappropriate adoption may result if there is a lack of a good model. The third factor is called sex orientation. This, Biller describes as being totally covert and thus difficult to discuss or measure. It would seem to be the basic internal feelings the child has about his own sexuality. A child may score low in sex orientation with resulting inadequate feelings. The sex preference and adoption, or overt behavior, may be highly appropriate as a compensation for his internal feelings.

Empirical Literature

The empirical literature attempting to define the process of sex role development is extremely prolific and diverse. The evidence is sometimes interpreted in conflicting ways and this does not seem to resolve the differences in the above theoretical approaches. Because of the multidimensionality of sex-role development, it would seem that the process is difficult to control and thus complicated to measure.

Child's perception of sex roles. Children have been interviewed and observed in an attempt to decide how they perceive the male and female roles. The parents are usually the models the child is asked about and that provides some problems in as much as each of those parents views and expresses his role in a unique fashion. Kagan (1956) discerned through interviews that most boys and girls see their fathers as being less friendly and more dominant, punitive and threatening. He did feel that age is a variable and that older

children tend to see the same-sex parent as more dominant and punitive than younger children. He suggested that differential handling of the sexes may account for the perceptions of the older children as they seem to find the same-sex parent more punitive and hence less gratifying. In a later study Kagan and Lemkin (1960) added to the above findings using both direct and indirect questioning. The children not only reported their father as being more punitive, but also more competent and fear arousing.. The mother was seen as nicer. The children did more often choose their like-sexed parent as the one they liked best and wished to emulate. The girls viewed their fathers with more ambivalence than did the boys as the girls saw their fathers both as more affectionate and more punitive. The girls also seemed to see their mothers with some ambivalence as they wished to be like her, but saw her as less wise and strong and less competent.

A third study by Kagan, Hasken and Watson (1961) in which children from six to eight were interviewed using polar dimensions found that the sexes are viewed differently. The father was determined as stronger, larger, darker, more dirty, more angular and more dangerous than the mother. The study reports that this description is similar to the concept held by adults. Both the girls and boys saw their like-sex parent as more positive; however, the boys saw their father as being positive and powerful as well as benevolent, where girls saw him as powerful and negative and thus malevolent. As the children increased in age, they saw the father as having increased power.

Emmerick (1959) used power as a discriminator of both parent and child roles as perceived by children ages five to ten. Children would seem to view themselves as having negative parent power rather than complementary and subordinate to parents. Children see power as increasing with the age of the individual. Mothers are seen as facilitators of behavior and the father as interfering. They view themselves as facilitators also, but the opposite-sex peers as interfering. Contrary to the above findings, Emmerick reports that girls see their mother as more powerful than the father. The girls did view themselves as less powerful than the boys, however.

Eight and eleven year old children were used by Hartley and Hardesty (1964) to determine peer-age sex roles. Children did distinguish readily between boys' and girls' roles. Boys were aware of both male and female roles, as aware of girls' roles as the girls themselves were. Hartley suggests that children must be aware of the opposite sex role in order to avoid it.

Using the assumption that society values male activities more than female, Hartley, Hardesty and Gorfein (1962) used eight and eleven year olds to determine whether children see both of their parents as prefering male children. Children did see adults as prefering their own sex for a sibling. A couple of girls with working mothers did see the father as accepting a child of either sex although the number did not reach significance. Hartley suggests that the assumption that adult partiality operates in children's sex-role identification and development may be invalid.

Although there seems to be some question about the population selection and the way in which the comments were categorized, Hartley (1960a) did find that even in homes with working mothers, the children saw the sex-roles as following traditional patterns. The mother was seen as merely helping the father earn the living, not supplanting him as provider. The father, too, was viewed as an assistant when he helped around the house with domestic chores. Hartley reports that children do not see the male and female roles as competitive, but rather having greater flexibility.

When Cobb (1954) asked children and adolescents what they wished for, he found that there were differences between the sexes. The boys wished primarily for personal acheivement and self-aggrandizement where girls wished for social and family relations and personal characteristics. These findings seem to be in support of the above studies where the male role is seen as more extrinsically powerful.

Sex-role identification. The research cited thus far indicates some of the ways in which children perceive the sex roles. The actual process of identification with adult models is an area in which much study has been done. Johnson (1963) writes that sex-role development of both sexes depends on identification with the father. She reports that the father is seen to be as nurturant as the mother by girls, and boys view him as the controller. This would seem to be in conflict with the Kagan and Lemkin (1960) study which was previously cited. Johnson goes on to theorize from her findings that the initial identification for both sexes is the mother who does not differentiate between the sexes in her dealings with them. The

father is expressive toward his daughters and instrumental toward his sons where the mother is only expressive to both sexes. It would seem questionable as to how generalizable these descriptions would be.

Lynn (1956) used ages as one variable when he reported that males become more masculine with increased age, where females become less feminine. More females show opposite sex preference or desire for the opposite sex role than do males. More females adopt the overt behavior of the opposite sex than do males. Males tend to identify or internalize the cultural male stereotypes, but females generally use their own mothers as models. Lynn adds as comments to his study that girls accept the idea that their role has less prestige. Their primary role is one of wife and mother, but it is not culturally acceptable for them to be aggressive in an effort to obtain such a role.

In a second study which Lynn (1965) reported, he states that girls learn by personal relationship and imitation where boys learn by finding a goal, restructuring the field and abstracting principles. He found that females need greater affiliation and are more dependent on external context. Males surpass females in problem solving and are more receptive to the evaluations of others. These findings seem to conform Lynn's (1956) earlier results that state males look more to cultural stereotypes while females depend upon personal associations for models, such as their mother.

Sex-role preferences. Brown (1957) found that children in grades kindergarten through five vary in their sex-role preference according to their sex. Boys show greater preference for the male role than

girls do for the feminine role. The girls in grades one through four preferred the male role, but the mean for the males was significantly more masculine and the girls were more in the direction of the feminine end of the scale.

Hartleys and Zook (1960) found their three and four year old subjects preferred their own sex. The four year olds showed significantly stronger preferences than the three year olds. Boys did show a slightly stronger masculine preference than the girls did feminine. The researchers suggest that the children at this age are beginning to see the socio-cultural advantages of the male role. They also suggest there is more punishment for inappropriate behavior for males than for females.

Honzik (1951) suggests that degree of sex preferences for males may be related to their biological development. She used eleven, twelve and thirteen year olds and found that the boys with more masculine bodies scored highly masculine on the play protocol which she used. The girls in the study were more passive in play where the boys were more active at all ages.

Rosenberg and Sutton-Smith (1960) attempted to compare current play choices of children with choices made in a study done by Terman in 1926. Rosenberg and Sutton-Smith found that there is greater interest of females in male activities. The number of games that were decidedly male games was reduced as the female roles expanded. It would seem that the less clearly defined female role is a currently evolving process.

Imitation of sex roles. The willingness of children to imitate adult models is an area researched in an effort to understand the process of identification and modeling. McDavid (1959) worked with nursery school aged children and found data in support of the following hypotheses: Older females and younger males were more imitative. Males were more imitative than females in both the younger and older age groups. There was a positive correlation between intelligence and imitative behavior though they felt that may be related to the more intelligent child's greater ability to learn. The initial tendency to follow the female model's cues was greater than for the male model's cues. McDavid also reports there is a relationship between the children's willingness to imitate and their child rearing such as parental strictness, maintenance of parental authority and stringent control of children's autonomous independence.

Bandura and Huston (1965) use nurturance as a variable in imitative behavior. They found that children imitated more readily where there existed a nurturant relationship except if the behavior was an aggressive one in which case there was no difference with respect to nurturance. Although the results were not sig ficant, there was a tendency for a more dependent child to model the adult.

Influences of parental characteristics. Several studies have been done to discern the effect of various parental charcteristics on the development of the sex roles of children. Mussen and Rutherford (1965) discovered that it was not so much the degree of the father's masculinity of femininity, the father's self-acceptance or encouragement of the child in sex appropriate activities that influenced the child's

development as it was the child's perception of him as a nurturant and powerful father. The girls did seem to be affected some by the amount of self-acceptance the mother had. The highly masculine father encouraged greater femininity in the daughter. The family appears to affect the daughter more than the son. It was suggested by the authors that this is perhaps because the son's role is more clearly culturally defined and more highly regarded by society.

Hill (1967) found there was greater similarity between the attitudes and expectations of mothers and sons than between fathers and their sons. However, there was greater accordance of behavior between father and son than mother and son. It seems that paternal warmth and high paternal participation has a positive effect on father and son accordance of behavior. Hill goes on to explain that expectations for the behavior of another can become internalized by the 'other.' A child may in that way learn behavior which he does not observe from a parent just through expectations. Parents are more likely to reinforce expected behavior than imitated behavior.

Influences of familial organization. There has also been interest in sex-role development and family constellations. Fauls and Smith (1956) reported that 'only children' choose sex appropriate behavior more than children with like-sex siblings. Both 'only children' and those with older like-sex siblings see parents as preferring sex-appropriate activities. 'Only children' tend to choose activities closer to parents whether sex appropriate or not than do children with siblings. Boys chose their father's perceived preferences more than girls, but boys and girls showed no significant differences in choosing maternal perceived preferences.

In a study done by Rosenberg and Sutton-Smith (1968) they were interested in finding out what interactions exist between parents and siblings in girl-girl homes and boy-girl homes in relationship to masculinity and femininity. In girl-girl homes the females inter-correlate, with the father scoring as an isolate. The researchers suggest that the more females in the home the stronger the masculinity exhibited by the male. Where there is a boy-girl family, both of the males appear to be more accepting of femininity in their own sex-role preference. The girl in a boy-girl family does identify more with her mother than with either of the males.

Environmental influences. The environment in which a child is raised would seem to have an effect on sex-role development. Hartley (1960b) was concerned that changes in sex-role patterns might affect children's developing sex roles. She interviewed working mothers and found them to be freer and less frustrated. Non-working mothers felt more negative toward housework. The author concluded through her interviewing that changes in sex roles do not affect children. She indicated that they have no time sequence for judging changes. The greatest adjustment for children seemed to be during developmental stages when there are differing pressures rather than changes in culturally ascribed sex-role activities. There is some question regarding the randomness of the sample used as well as the interview analysis.

Using direct and projective techniques, Minuchin (1965) studied sex-role attitudes and sex-typed reactions of children coming from "traditional" middle-class homes and schools or those stressing socialization toward general standards, and those coming from

middle-class homes and schools using a modern approach or stressing individualized development. The author found that unequivocal commitment to his own sex role, sex-typed play, aggressive expression in boys and family orientation in girls were more consistently charcteristic of children from traditional backgrounds. Girls from modern background departed most from conventional expectations. Both the home and the school appeared to be influential. Family influence was stronger in sex-typed reactions than school adaptation may not necessarily mean poor identity, but rather it may provide greater opportunity to develop integrated development and more resolved identity.

Rabban (1950) was interested in the effect of diverse social groups on sex-role identification. He used a group of middle-class children and another of lower class. The author found that boys were more aware of sex-appropriate behavior in their classes than girls were. Boys and girls are aware of sex-role patterns at an earlier age in the lower-class group than in the middle-class group as the four and five year olds showed awareness in the working class, whereas the others did not show such awareness until the sixth year. The working class girls accept sex-appropriate patterns by six years, but middle-class girls did not fully acquiesce by the eighth year. Middle-class girls seem never to totally accept the traditional roles as in college there is still ambivalence with roles of homemaker and career girl.

Summary

Because of the complexity of sex-role development, the studies are diverse and the interpretations varied. Some of the above studies

appear to be in conflict; if not in evidence, then in the discussion of the evidence. It would seem that one fairly conclusive statement might be that there has been much research done in the area and much is yet to be done.

III. RESEARCH DESIGN

Design

The research was designed as descriptive research. The study is intended to be a pilot study used only to gain preliminary data relative to young female's perception of their vocational future and to develop an instrument designed to measure their perceptions. A part of the value of the research is seen as heuristic. Hopefully, future research will utilize larger and more diverse populations and the instrument will be refined. In addition it is hoped that interest will be further developed in meeting the specific vocational needs of females in the elementary school.

The data was collected using a self-developed questionnaire. The questionnaire used a self-report format intended to gather information from elementary school-aged females regarding their expressed vocational goals and aspirations, and some of the bases for these goals. A description of the female's perception of their future career patterns and lifestyles was also sought.

Information was gathered regarding the females current lifestyle in order to derive the description desired. The girls were asked to describe their family as well as indicating some selected aspect of their parents' or guardians' current lifestyles. The girls also listed a realistic vocational choice as well as an idealistic choice. Some of the media from which the respondents receive vocational information were requested as well as the girls' current interests.

The girls were asked to record what they perceived as their parents' vocational goals for them. Information regarding the expectations of the respondents for their future lifestyle was also requested.

The data as it describes present vocational views and alternative lifestyles of elementary-aged school girls will be used to determine specific needs of females in preparing them for their entry into adult roles. Recommendations with regard to some aspects in the development of vocational programs that meet these needs will be presented.

Elementary-aged girls' present understanding regarding their future life and more specifically, their career plans is a major concern of the study. The assumption is made that young girls are influenced by the parents' current lifestyles as perceived by the child as well as by more direct statements with regard to parental expectations for their siblings. Also it is assumed that girls have some ideas with regard to possible vocational selections at an early stage in their process of maturation. Some of these vocational selections may be considered by the child as unrealistic, but nonetheless of interest to him or her. The assumption has also been made that current interests as well as individuals and experiences the girls have outside of the home may have an effect on the selections the girls make.

As an out growth of the above concerns and assumptions the following questions were used to focus the research:

1. What are the expressed vocational interests and the basis of these interests for fifth and sixth grade females?

2. Are there discrepencies between expressed vocational goals and idealistic vocational goals of fifth and sixth grade females?

3. How much breadth and variety is found in the vocational goals of the fifth and sixth grade girls?

4. How realistic are the fifth and sixth grade girls' expressed vocational goals in terms of preparation for entry, understanding the activities of an occupation, and the rewards of that occupation?

5. What are the influences on the females expressed vocational goals, the parents' attitudes toward the girls' occupational future as perceived by the girls, and the influence of the girls' current activities?

6. How do fifth and sixth grade females perceive their vocational future in relationship to possible responsibilities as a wife and mother?

Questionnaire

In order to collect data directed at the above questions a self-developed questionnaire was designed. The data was obtained by using open-ended sentences, yes and no responses, and lists for the respondents to rank order. (A copy of the questionnaire is found in Appendix A.)

The content of the questionnaire includes data regarding the girl's family constellation as well as the occupational status of both or the only adult member within the familial group. The young girls were asked for a realistic vocational choice along with some indication as to the reasons for the choices. The request

for an idealistic choice also included some indication as to why that goal may not be attained. Expectations regarding marital status as the young girls enter female roles was asked for as well as the possible effect that this choice may or may not have on future occupational decisions. The girls were asked for their perceptions of the reasons their mothers' work if the mother does hold a position away from home. The females were also asked to list an occupation that they feel their fathers would want them to hold as well as one their mothers would choose for them. The girls chose sources from which they get most of their vocational information and also activities in which they enjoy participating.

The initial form of the questionnaire was tested with a small population. The children's responses assisted in the process of revising portions of the original questionnaire. Revisions were made in the format of the questionnaire following the initial administration. Additions were made to the list of statements to be rank ordered as a result of open-ended questions that were used on the first form.

Population

The sample population was chosen from schools whose students are primarily from middle to high socio-economic levels. A low percentage of low income children is known to be a part of the population though it was not possible to determine exactly how many. The communities from which the children come are small Midwestern communities. The range of backgrounds from which these girls are drawn is considerable as some families depend primarily upon farming

for their living while others' parents are employed by one of several large industries or the university which is in the area. The majority of the respondents range in age from ten to thirteen years.

The respondents were chosen from three different school settings. These three schools were selected from within the same county and were chosen due to their similar populations. All three draw from middle to high socio-economic levels. In addition there are small rural communities within commuting distance of heavy industry and a state university. The schools vary in size as the smallest records 350 students, the second 600 and the third 880 children. All of the fifth and sixth grade females available on the day the data were collected were used in the two smaller schools, 56 and 77 girls. In the largest school half of the girls in the fifth and sixth grades were randomly selected to participate in the study, 57 girls. Two of the four available classrooms within the two grade levels were arbitrarily selected in order to keep the total population near two hundred. The final number of participants was one hundred and ninty.

Administration

A single contact was made with the sample population at which time the questionnaire was administered to no more than thirty children per administrator. The children were taken to a room away from the classroom setting. The questionnaire was introduced as a device developed to find out some things about the ideas that fifth and sixth grade girls have about their future, particularly in the area of vocational choice. The respondents were encouraged to feel that any response was appropriate and that the information from any

one particular child would be considered confidential. The first part of the questionnaire was read through with the children, clarifying directions and assisting the girls in responding in a manner commensurate with the format. The latter part of the questionnaire was only briefly commented on and the children were encouraged to work through it at their own rate. The girls' questions were answered in so far as clarification of words and ideas was necessary. The distinction between the realistic and idealistic occupations were explained as the former being one which the girl felt that she would one day be able to do where as the idealistic occupation was described as an imaginary or dream choice. Not more than five percent of the respondents were unable to cope with the reading level of the questionnaire in which case it was read to them. The children were encouraged to spend as much time as they needed to complete the questionnaire. Most of the girls completed theirs within thirty minutes.

Limitations

The questionnaire is a self-developed form and thus does not have statistical validation and reliability. As the questionnaire is used and evaluated, suggestions for revision should be apparent and would need to be made if it were to be used beyond this initial pilot study.

The population is assumed to be drawn from a middle to high socio-economic level, however no records were available to determine the actual socio-economic level of the girls used in the study. It is known that there is a low percentage of low-income and welfare children among those surveyed. The population is also limited to

girls in small mid-west communities. Because of the small numbers and restricted geographical area, the study is limited in terms of any generalizations to a broader population.

The questionnaire format may not be the most effective way of obtaining the data that were sought. However, this research was intended to be only a beginning in what is hoped will be increased interest in an earlier focus on vocational guidance for females, and, eventually, additional research regarding young females' perceptions of their vocational future relative to family commitments.

Due to the small number in the sample population, most of the data will be analyzed with descriptive statistics. In using more sophisticated statistics, the subgroups become so small that little could be concluded from the results.

IV. DATA ANALYSIS

In this section data from the questionnaire will be presented and discussed in relation to the questions dealt with in the study. Descriptive analysis was used with the data in order to answer the questions. Frequencies and percentages were gathered for all of the items on the questionnaire. Where it seemed appropriate, chi squares were run on the items. The total number of respondents is one hundred and ninty.

1. "What are the expressed vocational interests and the basis of these interests for fifth and sixth grade females?"

The girls were asked to list an occupation which "you really think you might hold when you finish going to school." At several points in the questionnaire the child was asked to indicate a specific occupation. These occupations were coded according to the Dictionary of Occupational Titles (DOT). Each occupation is designated by a six digit number. The initial digit classifies the occupation in one of nine categories and the data will be discussed in terms of these categories as well as by specific occupations.

The occupations which the respondents listed are distributed in the categories as follows: Professional - 124, Clerical - 22, Service - 31, Farming - 8, Processing - 1, Machine trades - 1, and Miscellaneous - 1. Professional occupations were chosen by 65% of the females. These specific occupations along with the frequency

with which they were mentioned are listed below as they were chosen most often by the respondents for this question: Professional - veterinarian (15), nurse (35), elementary teacher (43); Clerical - secretary (16); Service - waitress (5), beautician (5) stewardess (8); Farming - horse trainer (6). Although it is not a paid occupation, six females listed housewife as the job they expect to hold. Even within the professional categories the jobs most often selected are not highly technical, but rather more service oriented occupations such as medical and educational vocations.

A list of ten statements regarding the reasons or bases for choosing such an occupation appeared on the questionnaire. The children were to rank order the three of these ten items that they felt were appropriate for their particular situation. The total number of times a particular statement was chosen includes the children who chose it as either a first, second or third choice (see Table 1). The statements most chosen are those indicating their job choice would be more intrinsically rewarding such as personal enjoyment, meeting and helping other people. The girls did not choose statements regarding the influence of significant others in selecting an occupation.

2. "Are there discrepencies between expressed vocational goals and idealistic vocational goals of fifth and sixth grade females?"

The questionnaire asked for a second vocational choice from the girls. This occupation is referred to in the study as an idealistic

TABLE 1

Why did you pick this job?

Item	Frequency	Percent of Total N
I will enjoy the things I will need to do.	132	69.5
I can help people.	109	57.4
I will meet many people and make new friends.	103	54.2
I can make lots of money.	64	33.7
People who hold these jobs are important.	48	25.3
I will like the place I work.	48	25.3
Someone I really like does this job.	30	15.8
There are lots of these jobs.	14	7.4
My Mother wants me to choose this job.	4	2.1
My Father wants me to choose this job.	3	1.6

choice. The girls were asked to select any occupation that they could have that seemed exciting to them. The occupational choices were as follows: Professional - 117, Clerical - 14, Service - 41, Farming - 9, Processing - 1, and Miscellaneous - 1. Sixty percent of these choices fall in the professional category. Within those groups the following specific occupations were listed five or more times: Professional - veterinarian (9), nurse (17), elementary teacher (16), dancer (9), popular singer (13), physical education teacher (5), thrill performer (5); Clerical - secretary (5); Service - stewardess (14); Farm - horse trainer (7). Again the occupations most frequently chosen are not highly technical, but only half as

as many have chosen the traditional nursing and teaching professions in the idealistic choices as in the realistic choices.

The questionnaires were read to distinguish the number of children that listed the same occupation for the idealistic choice and the realistic choice. Of the 190 respondents, 58 used the same occupation and 132 listed different ones. Seventy percent of the girls indicated there was some discrepency between what they see as a realistic possibility for a job and what they consider an exciting selection.

Following the idealistic job choice, the questionnaire contained a list of fourteen reasons why the children might feel they would not be able to acheive their more idealistic choice. The list was intended to discover possible reasons for the discrepencies between the two vocational choices. The statements are listed below in order by the total number of times each was chosen as either a first, second or third choice.(see Table 2). The two statements selected most often indicate marriage would prevent the girls' participation in their idealistic choice. The next four most frequently chosen statements suggest the girls feel personally inadequate. They considered parents and pay as being the factors that are least influential.

3. "How much breadth and variety is found in the vocational goals of the fifth and sixth grade girls?"

The data as discussed in this question includes both the realistic and idealistic choices made by the respondents. The number of

TABLE 2

What would keep you from being able to do this job?

Item	Frequency	Percent of Total N
If I were a Mother, I wouldn't have enough time for this job.	75	39.5
If I marry, my husband wouldn't like me to hold this job.	52	27.4
I'm not talented enough.	44	23.2
I get too nervous and upset for this job.	44	23.2
I'm afraid to try.	41	21.6
I am too quiet and shy to do this job.	37	19.5
There are already too many people holding this job.	32	16.8
I'm not smart enough.	31	16.3
It takes too long to learn this job.	26	13.7
I don't have enough money to go to another school after high school.	23	12.1
My Mother wouldn't like it.	19	10.0
It doesn't pay enough money.	17	8.9
My Father wouldn't like it.	11	5.8

different specific occupations is 43 for the realistic choice and 56 for the idealistic occupations which suggests the girls see a greater range of occupations when the choice is not necessarily a realistic one. Some of the occupations listed by the girls have been subjectively assigned to the categories traditional and

non-traditional. Those occupations which seemed to be less easily placed within those two groups have been omitted. (Complete data is available to anyone desiring it by contacting the researcher through Purdue University.) The specific occupations are listed within the categories along with the number of times each occurred in the realistic and idealistic choices.

TABLE 3

Traditional occupational choices

Traditional occupations	Realistic	Idealistic
Nurse	36	18
Elementary Teacher	43	16
Other Teachers, i.e., Music, Art, Nursery School, Special Education	7	9
Secretary	16	5
Housewife	6	4
Beautician	5	2
Stewardess	8	14
Cook	1	1
Model	1	2
Babysitter	1	3
Waitress	5	3
Clerk	2	4
Telephone Operator	0	1
TOTAL	131	81

TABLE 4

Non-traditional occupational choices

Non-traditional occupations	Realistic	Idealistic
Amusement Park Operator	1	1
Animal Keeper	0	3
Policeman	1	1
Detective	1	4
Ski Patrol	0	2
Horse Breeder	0	1
Horse Trainer	6	7
Farmer	0	1
Engineer	0	3
Geologist	1	4
Biologist	3	1
Anthropologist	1	3
Physician	0	2
Veterinarian	15	9
Lawyer	0	4
Race Driver, Jockey	1	4
Athlete	0	2
Acrobat	0	1
Thrill Performer	2	5
President	0	2
Pilot	0	1
Pharmacist	1	0
Rancher	2	0
Machine Operator	1	0
TOTAL	36	61

The data in the two categories reveal that 38% of the traditional occupations fall in the idealistic column. In the non-traditional group 63% of the choices are in the idealistic column. The girls tended to be less bound to traditional female occupations in their idealistic choice.

4. "How realistic are the fifth and sixth grade girls' expressed vocational goals in terms of preparation for entry, understanding the activities of an occupation, and the rewards of that occupation?"

The respondents to the questionnaire were asked to indicate what activities they would do during the day while employed in the occupation that they listed as a realistic one. These activities were subjectively evaluated as to whether they were appropriate or inappropriate and were given a score on a scale of one to five. One or more inappropriate activities was scored as a one; no appropriate or inappropriate activities received a two; one appropriate activity scored a three; two appropriate activities, a four; and three or more appropriate activities a five. Where one activity was inappropriate and others appropriate, the former lowered numerically the number of appropriate activities by one.

TABLE 5

Appropriateness of activities

	1	2	3	4	5	Blank
Frequency	7	9	87	51	28	8
Percent	3.8	4.9	47.8	28.0	15.4	4.2

Less than 10% of the girls seemed to have little awareness of what tasks their job entailed. About 85% listed one or more activities that showed some understanding of what they would do while at work at their chosen occupation.

The questionnaire also requested that the respondents indicate what they felt would be necessary educational experiences in order to prepare them for their realistic vocational choice. The categories listed were high school; college; and special school i. e. beauty school, nursing school, secretarial school. When analyzing the data only the professional occupations were considered due to the arbitrary difficulties of assessing non-professional occupations in terms of educational requirements. Occupations such as secretarial positions include a broad scope of possibilities from the semi-skilled clerk-typist to the highly skilled legal secretary. Thus the professional occupations were examined under the premise that they would require some college experience.

TABLE 6

Appropriateness of educational level

	Professional occupations	
	With college	Without college
Frequency	83	31
Percent	73	27

Of those that chose professional occupations, 73% also indicated they would need to go to college in order to be prepared. These

girls appear to understand what the preparation for entry entailed for their occupational choices.

The children were also requested to indicate what salary they felt was appropriate for their realistic vocational choice. The categories provided were under $7,000; $7,000 to $10,000; $10,000 to $15,000; and $15,000 and up. Again because of the difficulties in assessing occupations according to salary, only the professional occupations were used. The assumption was made that these professions would bring salaries in excess of $7,000. Eighty-six percent of the girls whose occupations are listed as professional indicated they would receive $7,000 or more for a salary.

TABLE 7

Appropriateness of salary

	Professional occupations	
	With $7,000 and up	With under $7,000
Frequency	98	16
Percent	86	14

The data for this question is inadequate in terms of drawing specific conclusions. The questionnaire is not built to obtain either sufficient information or information that can be analyzed in an objective treatment. The evaluation of the data is too arbirary at this point to make a definite statements regarding the findings.

5. "What are the influences on the females expressed vocational goals, the parents' attitudes toward the girls' occupational future as perceived by the girls and the influence of the girls' curent activities?"

The size of the family was one factor that was looked at for possible effect on the responses of the females. The girls were determined to belong to either a small or large family, a small family having been designated as one to three children and the large family included any families with four or more children. The small family included 93 cases and the large family 97 cases. Chi squares were run on each item. Because of the small number in the sample population the subgroups became quite small in terms of the number of cases that fit the criteria for that group. The following items reached a notable level of significance:

Nineteen girls explained their mother would not want them to pursue their idealistic vocational choice. Of these girls, eleven selected "My mother wouldn't like it" as their first choice in explaining why they would not be able to pursue their idealistic vocation, and eight chose it as their second or third choice for a response. Twice as many children in large families chose this reason for not pursuing their idealistic vocations as did girls in small families.

TABLE 8

My Mother wouldn't like it

	First Choice	Second Choice	Third Choice	Row Total
Small Family				
Frequency	2	4	0	6
Percent	10.5	21.1	0.0	31.6
Large Family.				
Frequency	9	1	3	13
Percent	47.4	5.3	15.8	68.4
Column Total				
Frequency	11	5	3	19
Percent	57.9	26.3	15.8	100.0

sig. p. $<.05$

Another question asked, "What job does your father want you to hold?" The responses were distributed as they appear in Table 9.

Twice as many fathers' with large families were seen by their daughters as wanting professional occupations for their daughters. Five times as many fathers with small families are recorded as wanting their daughters to choose a service occupation. Sixty percent of the fathers that were seen as having no preference for their daughters were members of small families.

TABLE 9

Father's choice for his Daughter's occupation

	Prof.	Cler-ical	Ser-vice	Farm	Mach. Trade	Doesn't Care	Row Total
Small Family							
Frequency	20	2	3	1	0	33	59
Percent	18.4	1.8	2.8	.9	0.0	30.3	54.1
Large Family							
Frequency	8	4	15	1	1	21	50
Percent	7.3	3.7	13.8	.9	.9	19.3	45.9
Column Total							
Frequency	28	6	18	2	1	54	109
Percent	25.7	5.5	16.5	1.8	.9	49.5	100.0

sig. p. $<.01$

A second factor that was studied in terms of its possible effect on the responses of the girls was birth order of the respondents. The categories in which the children were divided were only child, youngest child, middle child, and oldest child. There are 5 cases in the only child group, 53 youngest children, 82 middle children, 50 oldest children. Two items had chi squares reaching significance and providing data relevant to the question.

The respondents were asked to indicate what some of the reasons were for the realistic choice which they made. One of the statements had reference to the importance of people who have these jobs.

TABLE 10

People who hold these jobs are important

	First Choice	Second Choice	Third Choice	Row Total
Only Child				
Frequency	2	1	0	3
Percent	4.2	2.1	0.0	6.3
Younger Child				
Frequency	3	8	2	13
Percent	6.3	16.7	4.2	27.1
Middle Child				
Frequency	2	6	12	20
Percent	4.2	12.5	25.0	41.7
Older Child				
Frequency	2	6	4	12
Percent	4.2	12.5	8.3	25.0
Column Total				
Frequency	9	21	18	48
Percent	18.7	43.8	37.5	100.0

sig. p. $< .05$

In as much as there are just five 'only children', the three 'only children' that chose this item represent 60% of that group. The percentage of the children from the other subgroups are as follows: slightly over 20% of the youngest children, about 25% of the middle children and 25% of the oldest children, The total numbers

in the subgroups are small, but nonetheless there seems to be some indication that only children see this as an important aspect of choosing a job more often than children with siblings. do.

The girls were asked to indicate with a yes or no response whether they thought their mothers wanted them to work after they completed school.

TABLE 11

Does your Mother want you to work when you get our of school?

	Yes	No
Only Child		
Frequency	2	3
Percent	1.2	1.8
Younger Child		
Frequency	40	5
Percent	24.2	3.0
Middle Child		
Frequency	61	10
Percent	37.0	6.1
Older Child		
Frequency	38	6
Percent	23.0	3.6
Column Total		
Frequency	141	24
Percent	85.5	14.5

sig. p. $< .05$

Only in the case of the 'only child' did the majority, 60% of the girls, say that their mother does not want them to work following their completion of school. Of the youngest children responding to this question, 11% marked 'no', 14% of the middle children recorded a negative response, and 14% of the oldest children. Though the numbers are small, there is a suggestion that 'only children' see their mothersas being less inclined to have their daughters work following the completion of school.

The children were asked to rank order with three selections the list of possible sources from which they receive vocational information. The list that follows appears in order according to the frequency with which each was chosen as first, second or third.

TABLE 12

Where do you learn the most about jobs?

Items	Frequency	Percent of Total N
Parents	94	49.5
School	84	44.2
Television	62	32.4
Having a job	59	31.1
Books	59	31.1
Watching workers	57	30.0
Other family members	48	25.3
Friends	38	20.0
Magazines and newspapers	30	15.8
Movies	23	12.1

The two sources for vocational information that rank highest are parents and school. Magazines and newspapers are ranked by the girls as the lowest two sources of vocational information.

A table was constructed to show the number of times these children chose professional jobs for their realistic occupation when their parents hold professional jobs. The table also indicates into what category the remainder of the children fall.

TABLE 13

Females compared with Father's occupational level

	Child's choice prof./Father's job prof.	Child's choice non-p./Father's job prof.	Child's choice prof./Father's job non-prof.	Child's choice non-p./Father's job non-prof.
Frequency	20	9	86	46
Percent	10.5	4.7	45.3	24.2

Fifty-six percent of the girls chose professional occupations and of those girls, only 11% had fathers who are employed in professional occupations. Of the 29% of the girls that chose non-professional occupations, 24% had fathers working in non-professional occupations.

TABLE 14

Females compared with Mother's occupational level

	Child's choice prof./Mother's job prof.	Child's choice non-p./Mother's job prof.	Child's choice prof./Mother's job non-prof.	Child's choice non-p./Mother's job non-prof.
Frequency	15	4	51	34
Percent	7.9	2.1	26.8	17.9

The number of working mothers is only 114 and thus the numbers in the subgroups are small. Thirty-five percent of the girls chose professional occupations and of that group only 8% had mothers who were working in professional occupations. Of the 20% of the girls that chose non-professional occupations, 18% had mothers working in non-professional occupations.

The respondents were to list an occupation that they thought their mother wanted them to hold and one the father wanted for them. The table below indicates the distribution of these responses using the DOT categories. A final category is added for those children who indicated parents 'didn't care'.

TABLE 15

Parental job choices for Daughters

	Prof.	Clerical	Service	Farm	Process. Trade	Mach. Trade	Doesn't Care
Mother's Choice							
Frequency	48	10	17	1	1	0	46
Percent	25.3	5.0	9.0	0.6	0.6	0.0	24.3
Father's Choice							
Frequency	28	6	18	2	0	0	54
Percent	15.4	3.2	9.5	1.1	0.0	0.6	28.4

About 25% of the respondents saw their mothers as wanting their daughters to have professional occupations. Another 25% of the girls indicated that their mothers did not care what their daughters selected. More girls, about 28% saw the fathers as not

caring what their daughters chose for an occupation and only 15% as wanting their daughters to be in a professional occupation.

The respondents were categorized into groups indicating whether the mother worked full time, worked part time or did not work. The full time group contains 70 cases, part time is 44 cases and non-working mothers is 75 cases. Chi square tables were made on each item to distinguish any in which the responses were differentially distributed. The following table is notable for the significance level as well as for the information it provides.

TABLE 16

My Mother wouldn't like it

	First Choice	Second Choice	Third Choice	Row Total
Full Time				
Frequency	3	2	1	6
Percent	15.8	10.5	5.3	31.6
Part Time				
Frequency	0	3	0	3
Percent	0.0	15.8	0.0	15.8
Non-Working				
Frequency	8	0	2	10
Percent	42.1	0.0	10.5	52.6
Column Total				
Frequency	11	5	3	19
Percent	57.9	26.3	15.8	100.0

Sig. p. $<.01$

When asked why they might not be able to hold their idealistic job choice, the girls indicated that their mothers would not want them to have that job. Of the working mothers, both full and part time, nine of the daughters said their mother would not want them to hold the idealistic job which they listed. The nine girls from the combined group of all working mothers are less than 8% of the total number (114) of girls in that group. Ten girls whose mothers do not work chose this response to the question regarding reasons for not holding the idealistic job choice. These ten girls represent 13% of their total group of 75 girls. Again though the numbers are small, there is indication that girls whose mothers do not work see their mothers as being less favorable to having their daughters at work in their idealistic occupation.

The girls indicated their present interests by rank ordering the list of twenty activities that were provided on the questionnaire. The list in Table 17 is in order according to the number of times each was chosen as a first, second, or third choice.

Babysitting was rated as the item enjoyed by 45% of the respondents. The next two items are active and outdoor items, sports and traveling. Three of the four least selected items are more sedate, but potentially creative activities; making pictures, writing stories, building things. Items that suggest working with parents or talking with friends are selected by a small percent; 12%, 8%, and 3%.

TABLE 17

What things do you enjoy doing now?

Item	Frequency	Percent of Total N
Babysitting	85	44.7
Being in sports such as swimming, tennis football, baseball	75	39.5
Going on trips	66	34.7
Cooking	43	22.6
Playing games with my friends	35	18.4
Playing with my pets	33	17.4
Clubs such as Girl Scouts and 4-H	29	15.3
Reading	28	14.7
Being in the woods	28	14.7
Listening to records and radio	26	13.7
Helping Mother	23	12.1
Talking with friends	16	8.4
Cleaning house	14	7.4
Dancing	14	7.4
Church Activities	12	6.3
Watching T. V.	12	6.3
Making pictures	7	3.7
Helping Father	6	3.2
Writing stories	2	1.1
Building things	2	1.1

6. "How do fifth and sixth grade females perceive their vocational future in relationship to possible responsibilities as a wife and mother."

The list that follows illustrates the understanding of the girl regarding the reasons their mothers work. The statements are listed in the order of their frequency, again indicating the total number of choices.

TABLE 18

Why do you think she works?

Item	Frequency	Percent of Total N
The family needs the money	69	36.3
She enjoys the work	67	35.3
She meets many people and makes friends	64	33.7
She gets tired staying home all day	50	26.3
She has always worked	36	18.9
It makes her feel important	19	10.0
Daddy wants her towork	12	6.3

The item chosen most often states that the girls see their mothers working in order to provide additional income. The next two items, however, suggest that the girls also see their mothers as receiving some intrinsic rewards such as enjoying the work and meeting people and making friends. The item selected least often is the one that states that the husband wants his wife to work.

The girls were asked to indicate with a yes or no whether they expect to get married. Only ten children, or 5% of the population, said they would not marry.

TABLE 19

Do you think you will get married?

	Frequency	Percent of Total N
Yes	178	94.7
No	10	5.3

When the girls were asked to indicate the age they thought they would be when they marry, the responses ranged from 18 to 32 years old. About 85% of the girls expect to be married by the age of 21 although one child listed 32 as her expected age for marriage. The ages of 20 and 21 years were chosen by 55% of the girls.

TABLE 20

How old do you think you would be when you marry?

Age	18	19	20	21	22	23	24	25	26-32
Frequency	23	29	59	40	4	6	8	4	5
Percent	12.9	16.3	33.1	22.5	2.2	3.4	4.5	2.2	2.7

The girls were asked to indicate whether they though they would work following their marriage and also after they had children. Tables 21 and 22 record the responses to those two questions.

TABLE 21

Would you work right after you get married?

	Frequency	Percent of Total N
Yes	95	51.1
No	91	48.9

TABLE 22

Would you work after you had children?

	Frequency	Percent of Total N
Yes	86	47.0
No	97	53.0

The responses were almost evenly split between the negative and positive alternatives for the two questions. There was a slight majority (6%) of the girls that indicated that they would not work after they had children.

The females were given five possible results that marriage might have on their work. The list of those statements is recorded in Table 23 in the order of the frequency with which they were chosen.

A majority of the girls indicated they would be able to work only part time or not at all after they were married and had children. The option to continue working full time was omitted from the list.

TABLE 23

How would being married and having children change your work?

Item	Frequency	Percent of Total N
I would work part time	117	61.6
I would not have time to do my job	110	57.9
I would have to quit working until my children are grown up	107	56.3
I would have to keep working to help my husband make enough money	85	44.7
I would have to quit working	75	39.5

The data is presented in response to the questions as stated in the research. Additional data is available if it should be desired, but was not included as it did not yield significant results relative to the questions asked.

V. SUMMARY AND RECOMMENDATIONS

Conclusions

Data for this study was collected and analyzed to describe the understanding of young girls with respect to their vocational aspirations and their expectations regarding their future lifestyle. The pilot study was designed as descriptive research and the information was collected from a small sample population in a restricted geographical area. Nonetheless, preliminary data have been gathered and analyzed and the conclusions will be discussed below as well as possible implications for further research and vocational program development.

Of the 190 girls surveyed, 65% of them listed a professional occupation when asked to indicate a vocation that they felt they might one day realistically expect to hold. At the same time 95% of these girls expect to marry and 85% indicate they expect to be married by age 21. Fifty percent of the girls listed their future occupation as either veterinarian, teacher or nurse. These occupations have a training period of from three to five years. Graduates of these programs are from 21 to 23 years old. When asked about working after they marry, 50% indicated they would not. When this data are viewed in terms of how realistic the girls are regarding their expected education, occupation and lifestyle, discrepencies become apparent. The girls do not appear to be aware of the amount of preparation required for their occupations and what that means in terms of their

age. Half of the girls indicate marriage would disrupt their occupational endeavors. It appears that the girls surveyed in this study will need to reevaluate their vocational expectations. The possibility exists that the girls may be professionally trained and married by the ages of 23 to 25, but the effect that marriage will have on their career plans needs to be considered further.

In viewing occupations the girls selected, there are very few technical professions. Within the professional occupations the majority are occupations with a service orientation such as teaching, nursing or veterinary medicine. Five girls chose occupations as geologists, biologists, or anthropologists.. When asked to list an idealistic occupation, three children added engineer to the more technical occupations. Less than 10% of the girls in this population saw themselves in a technical occupation. Female models do exist in out society that indicate that women can be very effective in highly skilled technical jobs and this option needs to be presented to young girls.

Despite the fact that 42% of the idealistic choices are traditional female occupations, as high as 33% of the idealistic choices are non-traditional. The females in this population seem to be aware of exciting and unusual possibilities for furture occupations, but they do not consider them as realistic choices. Only 19% of the girls selected non-traditional occupations for their realistic choice. The breadth of females' vocational goals could be expanded by encouraging them to further consider the occupations they view as exciting, but not realistic.

When the girls were asked about their reasons for choosing the jobs they listed, the girls indicated that their greatest considerations were whether the job would be intrinsically satisfying or not. They seemed not to be as concerned about the salary they would receive and the number of jobs that were available. Although the girls whose mothers work said the main reason they felt their mother worked was for additional income, the next two items the girls chose suggested they also saw their mothers as working because it was intrinsically satisfying for them. If these same girls feel they should not work following marriage, there is some question as to how satisfying full time home-making will be. The problem would possibly be compounded by societal and family expectations that may require a wife and mother not to work outside the home.

The girls also indicated that some of the reasons for why they probably would not be able to pursue their idealistic occupational choices were personal inadequacies such as not being talented enough (23%), too nervous and upset (23%), afraid to try (22%) or too shy and quiet (20%). Just as the girls value personal satisfaction in their job choice, they also see personal inadequacies as an important restriction in terms of holding a more exciting job.

The data regarding the influence of parents show some discrepencies. When they were asked where they received most of their vocational information, 50% of the girls indicated their parents were a main source. However when asked why they chose the realistic job choice, only 4% indicated one of their parents wanted them to select it. Only 16% of the girls said that their parents would be responsible for them not being able to hold their idealistic job.

The occupational choices of the girls as well as the parents' jobs were categorized as either professional or non-professional. The data revealed that only 35% of the girls chose occupations that fell in the same category as their fathers, and 26% were in the same category as their mothers' occupation. Only 10% of the girls from homes where fathers had professional jobs chose professional occupations and 8% where the mothers hold professional jobs. The girls did not appear to believe they have to stay at the same occupational level as the parents. Despite the fact the girls get most of their vocational information from their parents, they do not appear to be highly influenced either by what they perceive their parents say about their daughter's job choice nor by the choices the parents have made for themselves.

The females see their mothers as being more inclined to want their daughters in professional occupations than the fathers do. Of the mothers, 25% were viewed by the girls as wanting professional occupations for daughters, but only 15% of the fathers were seen as choosing professional occupations for their daughters. Twenty-eight percent of the fathers were perceived by the girls as not caring about the occupation of their daughters. The respondents indicate they have some feeling for what parents want for them, but do not seem to be highly influenced by that information.

When the cases were placed in categories according to family size, the small family was designated as one to three children and the large family was four or more children. Because of the small numbers involved, the data is not conclusive, however, the question

regarding reasons for not pursuing the idealistic job choice revealed that girls from large families saw their mothers as disapproving of the job choice twice as frequently as girls from small families. The fathers were 83% more inclined to choose a service occupation for their daughter if they were from large families than from small families. Fathers of small families are 60% more likely to want their daughters in professional occupations. Little in the way of theory is available to explain these findings. To know whether these findings could be replicated if the numbers were larger and the population more diverse would be of interest.

The girls were also categorized according to family position as either only child, youngest child, middle child, oldest child. The total numbers for the 'only child' group was five. Again caution must be used in interpretation, but it seems of interest that 60% of the only children chose a realistic job because the people who hold them were important, while 25% or less of the other groups chose that response. Sixty percent of the only children also indicated that their mothers did not want them to work when they completed school while the other groups had less than 15% of the girls that responded in that manner. Given the limitations of the data, this supports some of the information regarding the development of an 'only child'. The 'only child' tends to be more self-centered and thus may look for a job that gives him importance. An 'only child' is often less independent and would view the parent as more possessive and not wnating the child to work following school.

Because of the very small numbers involved in this group, gathering additional data before any specific conclusions can be draw is important.

A third subdivision into which each case was placed was full time working mothers, part time working mothers, or non-working mothers. Thirteen percent of the non-working group indicated that their mothers would not like for them to hold their idealistic job choice while only 8% of the combined group of all working mothers chose that. It would seem reasonable that mothers who do not work would be seen as less supportive of a daughter's occupational choice particularly if it is a highly non-traditional occupation.

There were twenty activities from which the girls could choose as ones they particularly enjoy. Babysitting was chosen by 45% of the young females. Not only is that a traditionally feminine choice, but it also provides a young girl with some income. The next two activities that were chosen were sports (40%) and going on trips (35%). These are decidedly less feminine activities, which may not necessarily be the young girls first choice. Two of the four least chosen activities were making pictures (4%) and writing stories (1%). Even reading was chosen by only 15% of the girls. Further data regarding the discrepency between young females chosen activities and society's expectations for those girls is needed.

Though the total sample population used in this study is small, there is data to suggest that discrepencies exist between the young girls'vocational goals and future lifestyle. There is also a discrepency between what the girls see as real possibilites for occupational choices and exciting choices that they might like to make. The

traditional expectations of society for females are not always in line with the choices that young girls make which can potentially create frustrations for the maturing female because of the conflict between her personal decisions and those that society feel she ought to make.

Educational Recommendations

Children begin at a very young age to think of their future in terms of lifestyle and career patterns. The earliest of the perceptions that children have regarding lifestyles come from their own home and from the homes of their young peers. As children reach school age, their perceptions are broadened and refined, but not necessarily stripped of their inaccuracies. As the data reveals in this study, inaccurate perceptions do exist at upper elementary and no doubt are perpetuated several years beyond this. Females vocational concerns are unique in as much as marriage traditionally has placed greater restrictions on them than on males in terms of career planning. Also motherhood is necessarily an interruption for a female's career that fatherhood does not create.

In view of these unique aspects of female vocational planning, it would seem reasonable to expect that vocational education should be structured to meet those needs. Girls need assistance in interpreting the demands in time and preparation that a professional career requires and what that means in terms of their expectations for marriage. Current vocational education does not appear to deal with the differences in males and females vocational development. finding a career that a young girl can and wants to do is not sufficient. How that career can be implemented and integrated in to her total lifestyle is the other part of vocational education for females.

Traditionally the educational system has made an effort to help boys determine their abilities and direct those in avenues in which they can best be utilized. However, this has been done less consistently for girls. In view of the evidence that girls do view an occupation as a source of personal satisfaction, it would seem important to aid girls in becoming aware of their abilities and directing them into careers that not only utilize their abilities, but that are congruent with their expected lifestyle.

In the earliest years of elementary school, discussions of family life should include families where the mother works at all occupational levels. Children should also be aware in these early years that people do not always marry and that this is acceptable. Girls need an opportunity to talk with women who have various lifestyles in order that they see models other than their mothers. Models such as female lawyers, technicians, designers, engineers, teachers, waitresses, clerks, secretaries, and any other full or part time employed or unemployed woman are potentially broadening experiences for elementary school aged children. These women should be encouraged to discuss with the children their decision making with regard to their occupation and lifestyle.

Upper elementary girls should be encouraged to seek out their own models for interviewing in terms of the vocational and family choices these women have made as well as the preparation their occupation required. The girls should be encouraged to talk with their mother's concerning their decisions to work or not work, what factors went into those decisions and how they feel about their present status as a working or non-working wife and mother.

Experiences in simulating the life plans of an imaginary female may provide girls with unique opportunities to see not only the decisions about vocation, but also how they can be carried out during a life time. This kind of simulation activity would include such things as deciding what if any education the girl would have following high school, what kind of job she intends to have, whether she intends to marry and if so when, what effect marriage has on her career plans, whether there are to be children and the effects of that decision, what activities she engages in if she remains single, or what activities she and her husband share if she marries. The children would need to find out how long and where preparation for their occupation can be obtained. The girls would need to have some idea of the salary they could expect to receive in order to determine the activities in which their simulated individual could become involved. If the girls decide their individual would marry and continue to work, the girls can be encouraged to look at the housekeeping chores at home in terms of how they will be handled.

Social studies discussions in the upper elementary grades should include some information regarding salary and what this means in terms of the cost of living. Interviewing parents regarding financial matters should be kept to general categories so that parents are not asked to reveal data they wish to keep confidential. Discussions of lifestyle should include family organizations that are built to meet the needs of both husband and wife. Boys should be made aware at this age that the traditional sex roles are not the only acceptable pattern of living. The discussions should also include the effect of children

in the home, not only with regard to contributions the wife makes, but also the contributions a husband makes in the rearing of children. Children should be aware of alternate ways of managing the home and child care such as day care centers, half time jobs for the husband and wife, and co-ops organized by mothers for the purpose of sharing the care of children.

A final area in which education can contribute in aiding girls in their vocational planning in bringing these issuses to the attention of parents, teachers, and administrators. A heightened awareness of the inaccuracies which children develop regarding their future should encourage more interest and attention. It is important that parents and educatiors understand that these misconceptions may lead to ineffective decision making, disappointments and failures later on for the children.

Although providing children with less traditional role models may initially be negatively viewed by adults as an attempt to break down the traditional sex roles, that is not the intention of such a program. It is no doubt inevitable that some of that may occur, but the main intention is to aid children in viewing their future realistically in terms of their abilities and needs. Providing concerned individuals with the background reasons and concerns from which an educational program stems is always a necessary aspect of its initiation and is certainly not without importance in programs that are recommended above.

Research Recommendations

Hopefully this research will encourage further study in the area of vocational development of young girls. This study needs replication in order to expand the population both in terms of numbers and diversity from which the population is drawn. Further information with regards to the effect of birth order, family size and parental occupations was not possible with the small numbers that were dealt with in this study, but there is indication that differences may exist and would be worth exploring.

The instrument that was used needs to be refined and validated. Some specific changes would make the instrument more accurate. When the children are asked to give the educational attainment of their parents, the option of grade school was omitted. Prior to the first time the girls are asked to list an occupation for themselves, it would be well to allow them to indicate whether or not they intend to work. The section which is intended to find out how realistic the children are in terms of preparation for entry, salary, and activities while on the job needs to be revised in a manner that requires less arbitrary evaluation of the data. The question which asked why the idealistic job seemed exciting was omitted from the data due to the difficulty entailed in coding such an open ended question. When the girls were asked what effect marriage would have on their occupation, the option was omitted that stated, "I would not have to change anything about my work." Also the girls were asked whether their mother wanted them to work prior to the question asking what job the mother would choose for her, but the question regarding whether

the father wants his daughter to work was omitted prior to the question regarding the father's occupational choice for his daughter.

A questionnaire of this type may not be the best device to use in collecting the data. It is highly recommended that the girls and if possible, their mothers be interviewed regarding their present lifestyles and expectations for the future. Such an interview would also aid in the validation of the instrument if the two were used conjointly.

The possibility also exists that this instrument used with a structured educational program could not only result in further development of the instrument, but also measure the effectiveness of an educational experience intended to clear up existing misconceptions which the data indicate that girls hold.

The greatest potential that is seen for this study is the interest and excitement that the researcher has experienced and hopefully can be generated in others. This pilot study does not provide solid conclusions, but it does validate some hypotheses that were used as initial premises with regard to the lack of variety girls see in their future alternatives as well as the lack of understanding they have regarding the implications of their vocational plans for their future lifestyle. There remain questions as to who or what most greatly effects these choices. It is apparent that there is need to further explore the specific needs of females in vocational development.

Summary

The pilot study was developed as descriptive research intended to describe young females vocational aspirations as well as their expectations for their future lifestyle. The research made use of self-developed questionnaire. Part of the intention of the study was the development of the instrument. The study is intended to have heuristic value as well as providing some initial statements regarding the unique problems in female vocational development.

Girls do have at an early age expectations for and interest in their future. The data reveals that these expectations are not always realistic when placed in the context of their chosen lifestyle. There would appear to be a need to provide girls in elementary school with some educational experiences that will help them to be more able to develop accurate perceptions of the available alternatives for their future.

APPENDIX A

The questionnaire that follows is the self-developed questionnaire that was administered to the fifth and sixth grade females in order to collect the data used in the study.

NAME _____ AGE _____

SCHOOL _____ GRADE _____

Who do you live with? _____both parents, _____mother, _____father,

_____grandparents, _____guardian

Brothers (names & ages) _____, _____,

_____, _____, _____

Sisters (names & ages) _____, _____,

_____, _____, _____

What is your father's or guardian's job? _____

Where does he work? _____

How much education does your father or guardian have? _____high school

_____college, _____special school such as union training, electronic school, business school

Is your father going to school now? _____yes, _____no

****

What job do you really think you might hold when you finish going to school?

_____

To do this job, which schools will you have to attend? _____high school,

_____college, _____special schools such as beauty school, nursing school, secretarial school

How much money do you think you will make a year? _____under $7,000,

_____$7,000 to $10,000, _____$10,000 to $15,000 _____$15,000 & up

What activities will you do during the day on your job? _____

_____

_____

Why did you pick this job? (Put a 1 by the best reason, put a 2 by the second choice, and a 3 by the third choice. Use only three numbers and leave the rest blank.)

_____ I can make lots of money

_____ I will enjoy the things I will need to do.

_____ There are lots of these jobs.

_____ People who hold these jobs are important.

_____ I can help people.

_____ I will like the place I work.

_____ My mother wants me to choose this job.

_____ My father wants me to choose this job.

_____ Someone I really like does this job.

_____ I will meet many people and make new friends.

****

If you could choose any job, what would be the most exciting job you could have?

_____

Why do you think it would be exciting? _____

_____

What would keep you from being able to do this job? (Use numbers 1, 2, & 3 as before.)

_____ I don't have enough money to go to another school after high school.

_____ My mother wouldn't like it.

_____ My father wouldn't like it.

_____ I'm not smart enough.

_____ I'm not talented enough.

_____ If I were a mother I wouldn't have enough time for this job.

_____ It takes too long to learn this job.

_____ I'm afraid to try.

_____ Girls don't hold this job.

_____ It doesn't pay enough money.

_____ There are already too many people holding this job.

_____ If I marry, my husband wouldn't like me to hold this job.

_____ I get too nervous and upset for this job.

_____ I am too quiet and shy to do this job.

****

Do you think you will get married? _____yes, _____no

How old do you think you would be when you marry? _____

Would you work right after you get married? _____yes, _____no

Would you work after you had children? _____yes, _____no

How would being married and having children change your work? (Use 1, 2, & 3 as before.)

_____ I would have to quit working.

_____ I would work part time.

_____ I would not have time to do my job.

_____ I would have to keep working to help my husband make enough money.

_____ I would have to quit working until my children are grown up.

****

Does your mother have a job other than as a housewife? _____yes, _____no

If she does have a job, does your mother work full time or part time?

_____full time, _____part time

How much education does she have? _____high school, _____college,

_____special school such as beauty school, nursing school, secretarial school

If she does work, what kind of job does your mother have? _____

Where does she work? _____

Why do you think she works? (Make three choices, 1, 2, & 3, as before.)

_____ The family needs the money.

_____ She enjoys the work.

_____ It makes her feel important.

_____ She gets tired staying home all day.

_____ She has always worked.

_____ Daddy wants her to work.

_____ She meets many people and makes friends.

Does your mother want you to work when you get out of school? _____yes, _____no

What job does your mother want you to hold? _____

What job does your father want you to hold? _____

****

Where do you learn the most about jobs? (Use 1, 2, & 3 to make the choices.)

____ television

____ magazines and newspapers

____ books

____ friends

____ parents

____ other family members

____ movies

____ school

____ watching workers

____ having a job

****

What things do you enjoy doing now? (Again use the numbers 1, 2, & 3. Leave the rest blank)

____ playing games with my friends

____ reading

____ cooking

____ cleaning house

____ helping mother

____ helping father

____ babysitting

____ talking with friends

____ church activities

____ clubs such as Girl Scouts and 4-H

____ going on trips

____ watching T. V.

____ making pictures

____ writing stories

____ dancing

____ being in the woods

____ playing with my pets

____ building things

____ listening to records and radio

____ being in sports such as swimming, tennis, football, baseball

APPENDIX B

The data was punched on eighty column computer cards to facilitate analysis. Each case required two cards. The data is located on the cards in the following manner:

Column	Data
Card 1	
1-3	Child's identification number
4	School identification
5	Grade
6	Adults with whom child lives
7	Number of younger brothers
8	Number of older brothers
9	Number of younger sisters
10	Number of older sisters
11-16	Father's occupation
17	Father's educational level
18	Father presently in school
19-24	Child's realistic occupational choice
25	Education required for occupation
26	Salary received for occupation
27	Activities performed in occupation
28-37	Reasons for choosing occupation
38-43	Idealistic occupational choice

Column	Data
Card 1 (continued)	
44-57	Reasons for not holding idealistic occupation
58	Expect to marry
59-60	Age expect to marry
61	Work after marriage
62	Work after having children
63-67	Effects of marriage on occupation
68-79	Blank
80	Card number
Card 2	
1-3	Child's identification number
4	School identification
5	Grade
6	Mother work
7	Mother work full or part time
8	Mother's educational level
9-14	Mother's occupation
15-21	Reasons child feels mother works
22	Mother want child to work
23-28	Occupation mother wants for child
29	Blank
30-35	Occupation father wants for child
36-45	Sources of vocational information
46-65	Child's chosen activities
66-79	Blank
80	Card number

The following information lists the specific codes used to record the data:

Adults with whom child lives - both parents (1), mother (2), father (3), grandparents (4), guardian (5).

Occupations - 6 digit DOT numbers except for 999,999 which indicated for the father that he was unemployed, for the parent choices for their daughter that they did not care; 306,878 which indicated in the girls' choices that they wished to be a housewife.

Educational level - less than high school (1), high school (2), college (3), special school (4), high school and special school (5), high school, college and special school (6).

Yes or no - yes (1), no (2).

Salary - under $7,000 (1), $7,000 to $10,000 (2), $10,000 to $15,000 (3), $15,000 and up (4).

Activties - one or more inappropriate activities (1), no appropriate or inappropriate activities (2), one appropriate activity (3), two appropriate activities (4), three or more appropriate activities (5).

Rank order lists - all columns are left blank except for those that received a 1, 2, or 3 for the child's choice.

Mother work - full time (1), part time (2).

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